

Junior Forest Ranger Program Strategic Plan

Presented by Myrna Associates

To

USDA Forest Service
National Symbols Program

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Summary of the plan in its current form

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Executive Summary

Historic Background

The Junior Forest Ranger Program (JFR) was established in 1954 to support the Smokey Bear's fire prevention public service campaign. The program, developed by a department store and the USDA Forest Service, was a simple effort. To become a Junior Forest Ranger, it required the purchase of a stuffed Smokey Bear doll. The doll included a card that requested the kid's name and address. Then, the card needed to be sent to Smokey Bear and "Smokey" would send the kid a letter, an identification card and a badge. The overwhelming response resulted in Smokey Bear having its own zip code 20252. In three years more than one million kids were Junior Forest Rangers. The distribution of JFR materials was conducted initially by the Forest Service's Washington Office. However, since 1997 the distribution was coordinated through the National Symbols Cache in Grand Rapids, Minnesota.

Change in the JFR focus

Over the years, the whole idea behind the Junior Forest Ranger changed and evolved towards a fulfillment approach. Other federal sister agencies, States and Canada, developed their own programs. By the 1980's the JFR lost momentum and it was not until after the late 1990's when there was a strong effort to revamp the JFR to something broader than just a fire prevention program. The idea was to expand the topics, themes and activities to other management related issues such as fire, watershed restoration, land use, and others. It was under this approach that the re-vamping efforts were defined and agreed by both, fire prevention and conservation education programs, during FY02.

Current Status

Despite the persistent demand for improvement of the JFR materials from our customers, we still have a lot to do to improve the quality of our offerings. We also have to set a strong distribution system that would contribute greatly to the self-sustainability of a future program. At this very moment, the program does not have a core audience identified. The program also lacks structure and defined goals and objectives. This is why the decision was made to conduct a strategic planning session to define the course of a future successful JFR program.

February 2003, the USDA Forest Service conducted a strategic planning session to determine the path that the agency should follow to re-vamp the Junior Forest ranger program. This document represents the results of that session. It is a working document that will be used, revisited, and revised as needed and as circumstances change. We used the Total Quality Planning™ approach developed by Myrna Associates, Inc.

The JFR Strategic Session

The strategic session was divided in three phases:

- Pre-work by participants. Eleven participants responded to the questionnaire. Copy of the questionnaire is included in this document as Appendix B. Complete summary of Meeting Planning Input received from participants is included in Appendix C
- A full-day session of orientations. Copy of the meeting agenda is included in this document as Appendix D.
- A day and a half of discussions to define the future of the JFR.

Planning Approach

We drew together a representative group of the key stakeholders and through a two and a half day process established a shared sense of where we were, where we wanted to go in the future, and what we were going to do about it starting immediately.

We established **where we are** through a combination of prepared presentations and an interactive discussion of the major issues. We surfaced the issues by reaching a consensus on the various stakeholder expectations, and discussing and prioritizing challenges and opportunities. (Issue topics and thinking were solicited before the meeting through a questionnaire which was used to prepare discussion handouts during the meeting.)

We established **where we wanted to be** in the future around three broad timeframes.

Five to ten years and beyond built around the concept of Vision as documented in the book *Built to last* by James C Collins and Jerry I. Porras. ©1994. We identified our core ideology – core values and purpose that anchor us as well as an envisioned future built around a Big Hairy Audacious Goal that inspires us.

Three to five year timeframe around a mission that is the affirmation of who we want to be, what we want to do, who we want to do it for, and why we do it. (Much like the strands of our organizational DNA – words and phrases that communicate what we hope the program to become.)

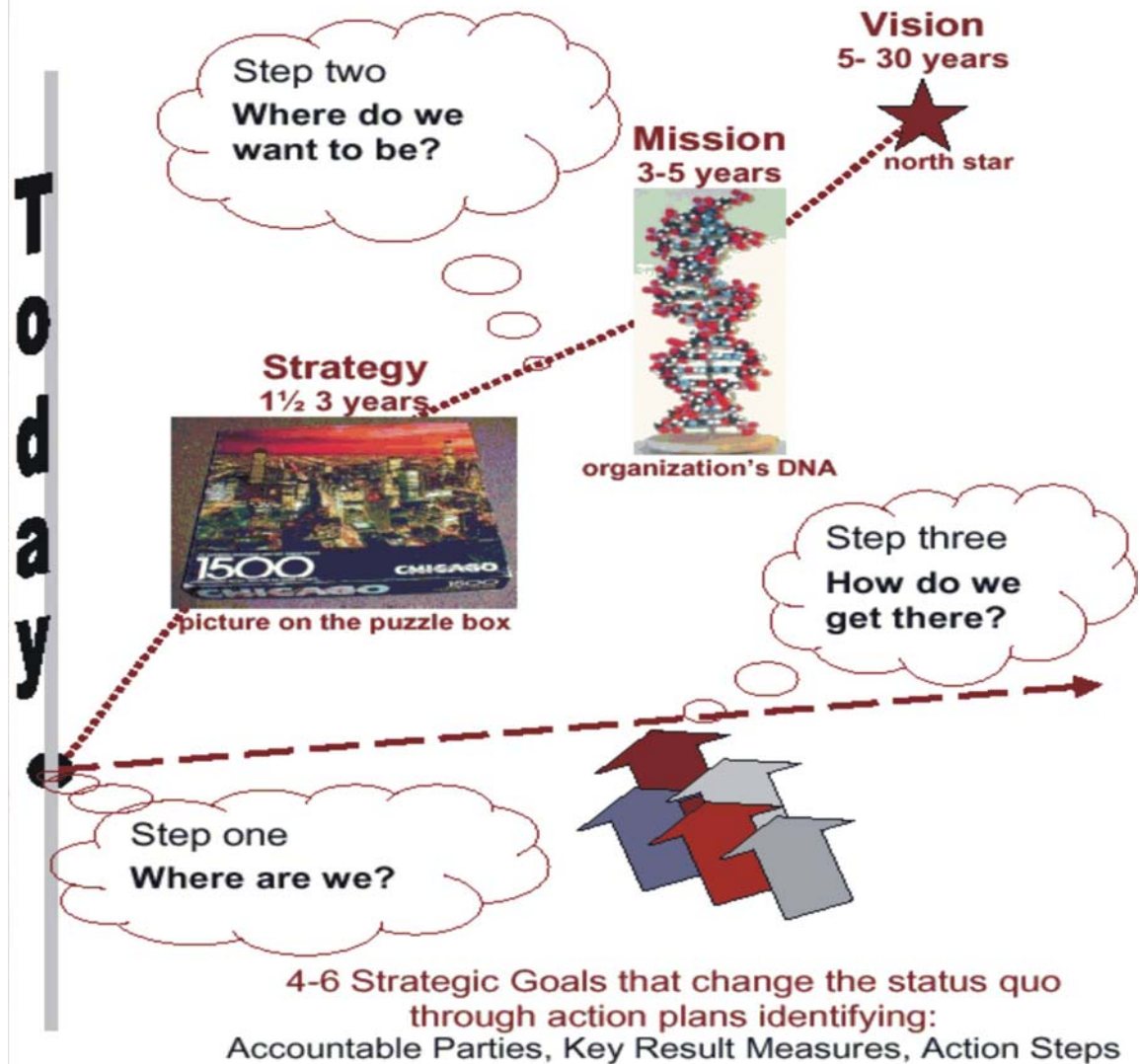
One and a half to three year timeframe around a strategy that is represented by a shared visualization of where the group wanted to see the program in five years. (Much like the picture on the jigsaw puzzle box, it will help us assemble the a winning program over the next few years.)

We established **how we get there** through a set of strategic goals and their supporting action plans. (Strategic goals that are strategic because they will literally change the status quo. Action plans identify specific results, timeframes, and accountable parties supported with specific, ongoing action steps.)

The Strategic Planning graphic that follows illustrates the three step process.

The Progress Pyramid™ graphic that follows it, illustrates how the day-to-day tactical action steps tie back to our long-term vision, mission, and strategy. And how we translate the long-term vision, mission, and strategy into day-to-day action.

Strategic Planning



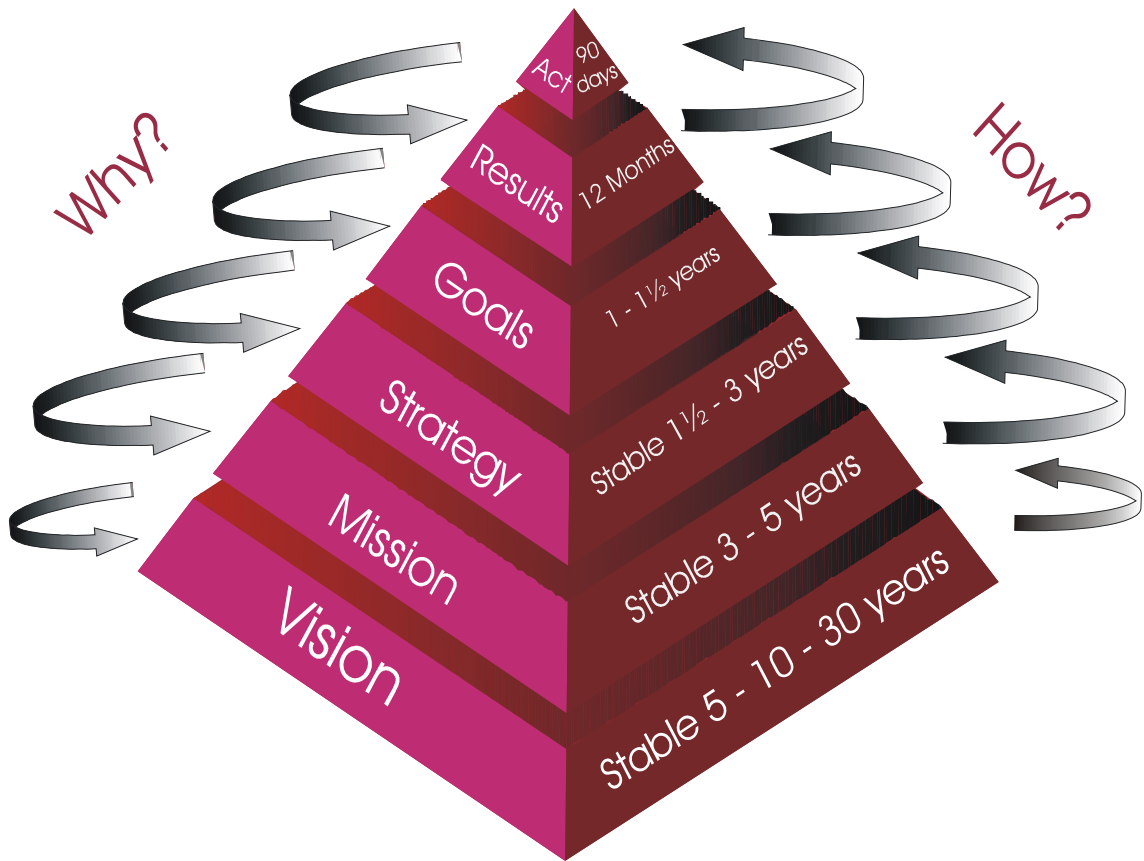
Strategic planning is a simple matter of looking

Where are we— established by surfacing and understanding our current issues through discussing and prioritizing stakeholder expectations, challenges, and opportunities. This includes a projection/forecast of where the status quo is taking us

Where do we want to be – established through defining a vision, a mission, and a strategy.

How do we get there – established by reaching consensus on a small set of strategic goals that change the status quo. Strategic goals which are expanded into action plans with key result measures, champions, action steps, accountable parties and dates.

The Progress Pyramid™



To generate results you have to finish what you start. To finish what you start you have to work from a base that remains stable long enough to complete the investment and reap the reward. Each level of the pyramid is more stable than the level above it.

Action Steps – immediate actions – *what, who, when*, creates Results

Key Results – 4-6 per goal, defines and implements Strategic Goals

Goals – around 5 changes in the status quo, implements Strategy

Strategy – visualization of future size and scope, executes Mission

Mission – organizational DNA, affirmation of how to fulfill Vision

Vision – statement of Values, Purpose, and Envisioned Future

Challenges faced by the JFR Program

(Group Consensus)

- A. Defining the program
 - a. Inclusive to partnership – full buy-in
 - b. Staffing
 - c. Delivery
- B. Funding
- C. Marketing strategy and distribution strategies
- D. Commitment to provide a quality program
- E. Government/Forest Service red tape
 - a. Need to push through the red tape and make the program work
- F. Maintain a quality product/program
 - a. Effective monitoring
 - b. On-going program evaluation

Opportunities for JFR Program Development

(Group Consensus)

- A. There is an interest from high-level management and officials' interest to promote citizenship.
 - a. Currently there is real interest
 - b. Recent national attention on wildfires, forest health, and even Smokey.
- B. One of our greatest strength is the number of children we can reach today.
 - a. The ability to reach most of the children in the nation through USFS working with visitors to their national forests and grasslands, the State forestry departments, County rangers with offices in most of the counties in the country and who already visit many of our schools.
- C. Leverage Smokey and Woodsy programs
- D. Internet – a way to reach more children
- E. Building a national network around JFR – Junior Ranger Association
 - a. Conferences
 - b. List Serves
 - c. Newsletters
- F. Science based input from research
- G. Follow through with our strategic plan.

Strategic Meeting Results

The Definition of the JFR Program Vision and Mission

Vision

<i>Core Ideology</i>		<i>Envisioned Future</i>	
<i>Core Values</i>	<i>Core Purpose</i>	<i>Big Goal</i>	<i>Description</i>
<ul style="list-style-type: none">• <i>Environmental responsibility</i>• <i>Fun</i>• <i>Good Citizenship</i>• <i>Self-discovery</i>	<i>To motivate children to explore the natural and cultural world and embrace their responsibility to it.</i>	<i>Junior Forest Rangers will become responsible, environmentally-articulated, leaders worldwide.</i>	<ul style="list-style-type: none">• <i>Environmentally knowledgeable and responsible world leaders who appreciate and explore the natural and cultural world.</i>

Mission

Creating a successful Junior Forest Ranger Program that is:

- Multi-faceted;
- Rolled-out, (delivered and utilized by providers)
- Sustainable;
- Self-supporting; and,
- Accepted with favorable response rates of over 90%.

Defined Strategy

Over the long term:

By 2008 we will have solid feedback on the initial JFR product with a favorable response rate of at least 90%. Building on the success of the new JFR product, we will have developed and implemented new strategic plans for ensuring the development and viability of a JFR program to compliment the JFR product.

The product and program's focus will be to motivate youth to explore the natural and cultural world and embrace their responsibility to it. We will particularly target the initial ages 7-13.

The JFR product will be flexible enough to support both a site based and a national program. The product can be used in either environment supporting partners, Forest Service employees to schoolteachers equally well.

The product template will facilitate localization – the exact ratio of common elements vs. localization will evolve based on research and our initial experience.

The scope of the product and the JFR program will include more than fire prevention awareness. Smokey Bear figure will be used to feature the fire prevention section of the product. Smokey Bear is broadly recognized and it is important to keep it as part of the product and program.

We will develop and maintain strong, positive relationships with our partners. We will solicit full input from the partners at every stage of development and launch. State partners, federal agencies, and ngo's will be included in the review and shaping of the product.

We will fully integrate the use of modern technology such as multimedia, the Web, etc. as it directly relates to our target market

Over the mid-term:

By July 2005 we will have successfully launched a new JFR product and be fully prepared for distribution backed up with a launch marketing plan.

The product will be developed based on solid market research and the regular input and review of our partners.

After selecting the topics and developing the product's activities, the product will be pre-tested to ensure compliance with quality standards. During the pre-testing stage the product will be assessed in the areas content, level of difficulty of the activity development, graphic design, vocabulary, and the overall product effectiveness. The established approval process for text and graphics will be followed to ensure compliance with the Forest Service and USDA regulations.

JFR product monitoring will be conducted through the National Symbols Cache.

A system will be implemented to evaluate the product and provide feedback to the development of the program and follow on products.

07 Feb 03

Defined Strategic Goals

1. Initiate and obtain effective research on what kind of product will be more effective with the Nation's youth.
2. Conduct effective review meetings with partners and collaborators.
3. Develop business plan and funding for the product and program development.
4. Launch product development process.
5. Implement product roll out.
6. Monitor and evaluate product.

07 Feb 03

Key Result Measures

1. Initiate and obtain effective research on what kind of product will be more effective with the Nation's youth.
 - 1.1 Determine the information required to provide researcher.
 - 1.2 Complete statement of work for research contractor
 - 1.3 Award research contract, follow up, complete research.
2. Conduct effective review meetings with partners and collaborators.
 - 2.1 Attend NWCG review meeting by May 2003.
 - 2.2 Hold a second Strategic Planning Team meeting in September 2003.
 - 2.3 Hold second NWCG review meeting.
 - 2.4 Maintain ongoing active communication with the leadership from the State and Private Deputy Area.
 - 2.5 Provide ongoing product status and updates to the Partners in Resources Education (PRE) group.
3. Develop business plan and funding for the product and program development.
 - 3.1 Identify funding sources.
 - 3.2 Strategic Planning Team members identify possible funding sources by August 2003.
 - 3.3 Business Plan written by March 2004.
 - 3.4 Business Plan presented, revised, and approved by leadership by April 2004.
4. Implement product roll out
 - 4.1 Determine themes/topics based on research findings by June 2003.
 - 4.2 Develop themes with input from follow up meeting with Strategic Planning Team.
 - 4.3 Hiring a contractor to develop product activities.
 - 4.4 Pre-test themes and product.
 - 4.5 Follow product approval process: text and graphics.
 - 4.6 Complete final review and sign off on product.
 - 4.7 Launch marketing plan.
5. Monitor and evaluate product
 - 5.1 Successfully launch and roll out product to correspond with the 100th F.S. anniversary – July 2005.
6. Monitor and evaluation of the product.
 - 6.1 Establish an approval process for text and graphics.
 - 6.2 Monitor distribution by the National Symbols Cache.
 - 6.3 Re- evaluate product.

07 Feb 03

Calendar of Action Steps

Action Steps	Accountable Person	Due By Date	Status
1.3.1 Monitor researcher's performance	Iris Velez	Monthly	
2.4.1 Maintain ongoing active communications with State & Private Forestry leadership.	Denver James	Ongoing	
2.4.1 Maintain ongoing product status and updates for PRE.	Denver James	Ongoing	
6.2.1 Follow up phone calls to monitor distribution by the National Symbols Cache.	Deb Bruyere	Ongoing	
4.2.1 Hire Creative Consultant to develop the products activities	Iris Velez	After Sept	
1.1.1 Identify who is the audience for product, what is best format to reach our audience	Researcher	04/08/03	
1.1.2 Determine if one product addresses our proposed age range	Researcher	04/08/03	
1.1.3 Establish how can we leverage our historical and current experience and data	Researcher	04/08/03	
1.1.4 Develop a way to include and engage our identified "Caregivers" (gatekeepers)	Iris Velez	04/08/03	
1.2.1 Release RFP for research	Iris Velez	04/08/03	
1.3.1 Hire Researcher	Iris Velez	04/08/03	
2.2.0 Find location for this September 2003 meeting with the Strategic Planning Team and determine the date - week of September 8th or 15th	Bob F.	04/30/03	
2.1.1 Review Iris' calendar for dates/time – set meeting date for NWCG	Wanda H.	04/30/03	
2.1.2 Attend the first NWCG review meeting	Iris Velez	05/31/03	
4.1.1 Research completed	Researcher	05/31/03	
3.2.1 Develop a mailing list of potential funding sources	Karen B.	06/30/03	
3.3.3 Email messages to all team members before 09/30/03 meeting	Karen B.	08/31/03	
2.2.1 Hire Facilitator for September Strategic Planning Team meeting	Wanda H.	08/31/03	
2.2.4 Develop the parameters of themes/topics for product with Strategic Planning Team	Iris Velez	09/15/03	
2.2.2 Address funding possibilities and needs with Strategic Planning Team	Ops. Mgr.	09/15/03	
2.2.3 Researcher communicates and reviews research data with Strategic Planning Team	Researcher	09/15/03	
2.3.1 Have contractor organize output from Strategic Planning Team Review meeting	Iris Velez	09/30/03	
4.2.2 Conduct a review of creative consultants progress with internal team review and partners in Tahoe	Iris Velez	11/30/03	
3.3.2 Incorporate Cache Operations in business plan	Bob B. Deb	03/31/04	
4.4.1 Complete final review and sign off of product from Strategic Planning Team – Conference Call	Iris Velez	03/31/04	
4.6.1 Determine if a partner is needed to maintain an effective approval process for text and graphics.	Iris Velez	03/31/04	
3.3.1 Provide Information from Funding Sources to incorporate in business plan	Karen B.	03/31/04	
3.4.1 Business plan reviews from Strategic Planning Team – Conference Call	Iris Velez	04/30/04	
5.1.1 Product distribution process working	Iris Velez	04/05/05	
5.1.2 Product is available	Iris Velez	07/05/05	
6.2.2 Determine possibility of being on National Youth Visitor Monitoring process	Iris Velez	07/05/05	
6.2.2 Develop a customer response postcard to be placed in product	Iris Velez	07/05/05	
6.2.2 Develop a customer response form via the web page	Bill Disbrow	07/05/05	
6.2.2 Explore ways to use technology to receive survey input and receive survey responses	Bill Disbrow	07/05/05	
6.3.1 Establish a process for evaluating product and providing feedback	Ops. Mgr.	07/05/05	

Team Members Written Commitment

As a member of this team, I,
Karen Maher, am committed to
Vision, Mission, and Strategic
Plan support, etc.

06 FEB 2003
I AM COMMITTED TO THE FOCUS AND
DEVELOPMENT OF THE JUNIOR FOREST
RANGER PROGRAM. I INTEND TO
MONITOR AND CONTACT THE
WASHINGTON OFFICE IN THEIR
EFFORTS. I ALSO OFFER MY SERVICES
IN ~~THE~~ ANY WAY I CAN-DC Xmas

As a member of this team, I RODNEY KIRKLAND, am highly
committed to the Vision, Mission, and strategic goals of
the Junior Forest Ranger Program.

Rodney Kirkland
FEB 6, 2003

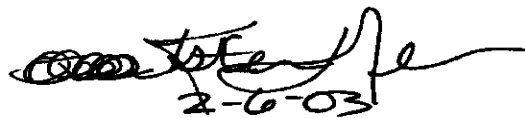
As a member of the JFR
Team I am committed to
our mission, vision,
& Strategic Plan

Joe Hoque MC
2/6/03

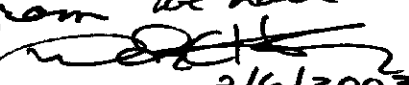
As a member of the JFR
team I am fully committed
to our mission, vision,
& strategic plan.

Kam Ruppel
2/6/03

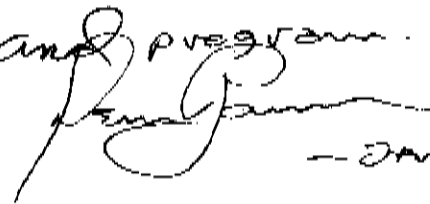
I commit to supporting &
advancing the new & improved
Jr. Forest Ranger program


2-6-03

Wanda Hawman

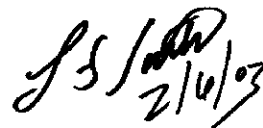
As a Member of this team, I
commit ~~to~~ my efforts and
my passion to meeting the
Vision, Mission, & Goals for the
JFR Program we have
developed. 
2/6/2003

AS A member of The
JFR Strategic team
I commit to
Keeping other partners
engaged, to maintaining
communication with
FS leadership and to
Supporting the CE
staff in ~~meeting~~ leading
a successful process
for a successful ^{JFR} product
and program.




-- Jan 6, 2003

AS A MEMBER OF THIS TEAM
I AM COMMITTED TO
ONE DAY FINISHING A JFR
BOOK!



As a member of the Junior Forest Ranger Planning Team, I, Bob Fikmann, support the vision, mission, & strategic goals that have been outlined this week, and to continue efforts to ~~complete~~^{bring} the product/program to fruition.

11 
2-6-03

As a member of this team I will make sure that the strategic plan for the re-vamping of the Junior Forest Ranger program is fully implemented.

Planning Calendar

Share results with company distribute mission and goals for review.	February 14, 2003
Publish plan with revised action plans.	February 24, 2003
Milestones update built into team meetings.	February 24, 2003
Milestones reviewed at team/review meetings.	Monthly
Review and revise plan (full day retreat) date tentative	September 9, 2003
Annual two day planning retreat for 2003 strategic plan date tentative	January 27, 2004 January 28, 2004

Appendix A - Participants List

Acting Director Conservation Education	Denver James
CE Field Coordinator, Southern Research Station, Ashville, NC	Rod Kindlund
Environmental Education and Interpretation, Tongass National Forest Juneau Ranger District , Juneau, Alaska	Karen Maher
Facilitator	Judith E. Fielder
Manager Interagency Fire Cache, Grand Rapids, MN	Robert Behrner
National Coordinator for Interpretation	Kristen Nelson
National Fire Prevention Coordinator	Lewis Southard
National Park Service, Environmental Education Branch for the Yellowstone National Park, Wyoming	Bob Fuhrman
National Symbols Program Analyst	Wanda Hawman
North Carolina Department of Natural Resources, North Carolina	Joe Hoge
President, Keep Oregon Green - Oregon State Dept. of Natural Resources, Oregon	DC Hass
Program Manager, National Symbols Program	Iris I. Vélez
Fire Prevention Specialist, Region 2, Denver, CO	Karen Bergethon



Appendix B – Meeting Agenda

February 4, 2003

1. The JFR program: An Overview
2. Role of the National Symbols Cache
3. Changing Youth Demographics in America
4. National Recreation Survey
5. An Introduction to Service Learning
6. Marketing to Children

February 5, 2003

1. Opening Remarks
2. Meeting Ground Rules and Roles
3. Meeting Expectations
4. Strategic Planning Process
5. Stakeholder Expectations
6. Consolidate Challenges, Opportunities, and Other
7. Develop a Vision
8. Develop a Mission
9. Develop a Strategy

February 6, 2003

1. Review first day's progress
Vision and Mission Statement
Strategy
2. Discuss and prioritize Critical Issues
3. Identify Strategic Goals
4. Develop Strategic Goal Action Plans
Champion and Co-champions
Key Results Measures
Action Steps
5. Develop Implementation Management Process and
Planning Review Calendar

We appreciate the contribution of our guest speakers:

Appendix C – Preplanning Input Form

Total Quality Planning™ Meeting Input

(Please email to input@myrna.com, or return by Fax to (240) 363-0067, by [Friday, 31 Jan 03.](#))

Program	Junior Forest Rangers	Date	
Name		Affiliation	
Education			
Experience with similar programs			

Invest a total of one hour or less on this assignment, your first thoughts are usually the most valuable. We need your input. For this assignment do not be influenced by other team members. There are no right or wrong answers. The planning meeting will develop a team consensus view.

Keep your responses crisp - no essays please. Each line of input should be a fresh idea stated in less than a line's length.

[1]Where do you want the program to be in five years? (your **dream** for the program's future – size, performance, markets, locations, headcount, funding, organization, use of technology, etc. Not a forecast or prediction, rather a picture of what you want the program to look like five years from today.)

--

[2]Key challenges to reaching our dream (five most important existing obstacles and/or major issues that are holding us back from reaching our dream.)

[3]Key opportunities to help us reach our dream (five greatest opportunities and/or strengths we can leverage. Addressing a challenge doesn't count!)

[4]What are the two most important core values of the program? (core values are shared by every participant and set a behavioral *line in the sand*)

[5]What is the core purpose of the program? (a single sentence that's broad enough to cover the next 30 years but specific enough to separate us from everyone else. Avoid generic, empty statements such as "provide a program people will use", "delight participants", etc.)

--

[6]What is your idea for a program *Big Hairy Audacious Goal* – one that takes your breath away but has a chance of being achieved in 10-30 years?

--

[7]The program's mission is: (Like DNA – words or phrases that answer the basic questions about the program we want to evolve into)

Who we want to be:
What we want to do:
Who we want to do it for:
Why we do it:

[8]What major markets should the program be focused on? (one to four markets/customer groups that will provide 80% of our future usage)

[9]The major goals for the next 1½ to three years should be: (strategic goals that literally change the status quo and move us toward our five year dream)

[10]Other issues or items to consider:

[11]My personal expectation for the planning meeting is:

--

Appendix D - Summary of the participants input

Members' Personal Expectations

(Planning Meeting Input)

Develop a new package to send out to fulfill requests. If that's too ambitious for one meeting, to develop a plan to accomplish that goal.

I wanted to have people from different backgrounds and fields together in a room, so they can help me develop a structure for a program that has been abandoned over years, but that it has a great deal of potential to become one of the best tools to link kids with conservation related issues.

It will be exciting...I hope something will get done, and we can show results. The program has amazing potential. It's time to act and move forward. Let's get something done.

Since I am an NPS employee, I would like to learn more about the USFS program. Also, I hope that through my experience with Yellowstone's Junior Ranger program I can provide some insight and support for the Junior Forest Ranger program.

That a strong National education program will come from the meeting.

That we will identify the larger goals, scope of the program, some of the potential partners and customers for the program and identify the next steps in reaching out to engage these partners and customers in building a program that supports their objectives and gains their support.

To begin drafting a Strategic Plan; to set goals and objectives, to brainstorm where the program should be headed to realistically present alternatives for consideration by management, to provide a way to secure materials and products for the program, even if it means other sources, i.e. corporate sponsors.

To come away with knowledge of publishing, funding, sources for awards, common or relevant messages/themes, how to overcome possible pitfalls, potential training opportunities, to contribute ideas based on personal experiences working with young people.

To hear other participants and speakers and to gather information in this way. To talk together about JFR and its future. And, finally, to have the finished product of a Strategic Revamping Plan that is ready to present to management for approval and funding request as needed.

Team Members' Personal Experience

(Planning Meeting Input)

Participant	Education	Experience
Bob Fuhrman	MS Fish and Wildlife Management	<ul style="list-style-type: none"> As the Education Program Coordinator for Yellowstone National Park, I have overseen the operation of this park's Junior Ranger Program for 5 years. This has included the development of new activity papers, patches, and training NPS staff on this program.
DC Hass	BS School of Forestry University of Montana "Management of Fire Prevention Programs", National Fire Academy	<ul style="list-style-type: none"> 12 years experience conducting fire prevention programs. Worked as a structure firefighter in fire prevention later transferring to wildland fire prevention. Have prepared programs while assigned to national fire prevention team assignments across the US.
Denver James	Communication degree	<ul style="list-style-type: none"> Have had supervisory responsibility for Woodsy Owl in early 90's, then worked with the Symbol program (Woodsy, Smokey, and Junior Forest Ranger) as Assistant Director for Conservation Education since 1999.
Iris I. Vélez	Post-Graduate Master degree in Political Science	<ul style="list-style-type: none"> Under the Woodsy Owl program, we developed the Junior Snow Ranger Program.
Joe Hoge	BS Landscape Architecture	<ul style="list-style-type: none"> North Carolina has had a Junior Forest Ranger Program for two years.
Karen Maher	BS	<ul style="list-style-type: none"> Worked on revising NPS Junior Ranger program. Developed youth volunteer program dealing with sick and injured raptors at Alaska Ranger Rehab Center.
Robert Behrner	AAS (Forestry)	<ul style="list-style-type: none"> Served as the Cache Manager for the distribution of Symbols prevention/education materials.
Rod Kindlund	California State University at Fresno; Plant Science & Industrial Arts/Graphic Arts	<ul style="list-style-type: none"> Worked as Creative Director and Acting Project Manager for Special Prevention. Activities for the National Symbols Program Manager from 1985-1995.
Wanda Hawman	Some College	<ul style="list-style-type: none"> I've worked for the Forest Service since January 1976. I designed, coordinated, and managed an environmental education/recruitment program cooperatively with 6 Universities, 9 State agencies from 3 different states, and 6 federal agencies for 4 years that included a 2-week, residential summer camp for high school students, college credits for the students completing the program, career opportunities, and scholarship opportunities to the students. I also have worked in the Public Affairs and EE arena for approximately 15 of my 32 years.

Challenges

(Planning Meeting Input)

1. Awareness.
2. Commitment to doing what's necessary to provide a quality program.
3. Competition; agencies/states wanting to do their own program. Unwilling to trust a program from Washington.
4. Competitive sourcing.
5. Consensus.
6. Cost of quality components.
7. Creating a large enough public interest in the program to promote sales of materials to partner agencies.
8. Deciding on the prize – a pin, a patch?
9. Determining connections and coordination with the many other Junior Forest Ranger programs (esp. States & NPS).
10. Establishment of national partnerships with interpretative associations.
11. Finding funds and methods for effective monitoring and evaluation of the program to inform leadership and partners. Funding for all districts. Funding. Funding. Lack of funding to promote and market the program. Obtaining start-up funding for a program that is not tied to one significant source of funding (i.e. appropriated fire funding). Budget constraints. Budgets.
12. Get support from FS field units.
13. Government red-tape. Coordination throughout the USFS.
14. Having enough of a budget to mass produce multi-media venues (DC-ROMS, DVD videos, lesson plans, task books etc.).
15. Marketing to the right audience.
16. Obtaining ownership and participation up front from the key partners and customers that could support the program.
17. One more thing for someone to keep track of.
18. Partnerships. Too many partners trying to do a good thing; the objectives get pulled in too many directions.
19. Provide a program that can be customized by every FS field office.
20. Publication red-tape.
21. Quality of product.
22. Staffing? Limited staffing.
23. State forestry agencies and the USFS being able to understand each others special needs. Not having an endorsement from the National Association of State Foresters (NASF). Has this been repaired?
24. Support at all levels.
25. User friendliness or ease of use.
26. Who speaks for Smokey and what is 'his' message of forest ecology, fire; how much should he say in a new JFRP.

Opportunities

(Planning Meeting Input)

1. Agency continues to look for opportunities to reach urban audiences.
2. An American love affair with nostalgic Smokey images from the 50's and 60's. Visibility being associated with the National Symbols Program. The historical significance in the JFRP.
3. Assign specific steps to specific team members.
4. Cache is available and willing to maintain distribution process.
5. Contribute to a new generation of conscientious citizens in the conservation of the environment.
6. Create a Strategic Plan (step by step) with target dates. Set deadlines.
7. Current leadership within the USFS WO, the White House and the Capitol. The groundwork is set to promote a new JFRP program. Current interest at higher levels of management.
8. Current sheltered workshop is well positioned to distribute packages at a very reasonable cost.
9. Desire to revamp/change current programs.
10. Establish a closer relationship with teachers and school systems. Outreach through school teachers and fire prevention coordinators.
11. Establish a working team.
12. Improve services to our customers.
13. Internet.
14. Keep communications frequent and clear.
15. Outreaching non-traditional groups and audiences.
16. Partner with federal, state agencies, tribal governments, and ngos to develop and expand the program.
17. Some foresters are already looking into this. Pilot programs (e.g. NC) have demonstrated wide support of program by field foresters/line leaders.
18. Program still has visibility, even after all these years.
19. Recent national attention on wildfires, forest health, and even Smokey.
20. Science-based input from research.
21. Some potential for leverage with Woodsy and Smokey programs (association with and/or experience from).
22. State Partners.
23. Strong potential for other agencies to partner in program, message is not just relevant to Forest Service.
24. The greatest strength is number of children we can reach with the USFS working with visitors to their National Forest and the state Forestry agencies ability to reach most of the children in the nation through their County Rangers who have offices in most of the counties in the country and who already visit many of our schools.
25. The potential impact of the program.
26. The potential participants (children) in a program such as this.

Other issues and items

(Planning Meeting Input)

1. Budget for development.
2. Collaborating with other groups or offices.
3. Direct connections with major youth programs like Girl Scouts, Boy Scouts, and 4-H need to be considered.
4. Do we make it for higher grades also? Do we create a young adult program?
5. How do we continue to upgrade to avoid the program losing its' value?
6. Make materials available throughout the Forest Service, especially at local levels with instructions.
7. Marketing and distribution of program materials.
8. Partner with State Foresters and other organizations to provide distribution system.
9. Possible corporate sponsors? i.e., American Camper or Coleman?
10. Resource Associations, minority employee groups, national and international youth organizations are key potential partners.
11. Significant non-federal partnerships will be required to launch program beyond confines of FS and US.
12. Still have some stock of the current package to use up.
13. This program has best potential for reaching the "after school" market...not as a program within the formal ed system.
14. Use JFR materials as a reward for children who earn them; don't just hand out materials haphazardly.
15. We could really use some DVD formatted videos that deal with Smokey and JFRP issues.
16. Will the product be free to educators, students, organizations through Agency distribution?
17. Will there be a curriculum, lesson plan, school program?

Vision Statement Phrases

(Planning Meeting Input)

Core Value

- "The Forest Service IS the Good Guy" our mission is to Save the Land and Serve the People through ecosystem management.
- A unified, aggressive voice, from all CFFP partners.
- Children enjoying and learning about conservation using our national forest lands and grasslands.
- Connection with other National Forests throughout the country.
- Fire education.
- Instill a sense of pride and ownership of the Nation's resources in today's kids.
- Kids love learning about nature.
- Maintain integrity of Smokey's message through the Junior Ranger program.
- Needs for natural resources to our nation.
- Provide a valuable product.
- Quality of the product.
- Smokey's image and outreach potential.
- Stewardship.
- That forests can be cared for and managed to be sustainable.
- The message the program delivers.
- The more we know about our world, the more we care about our world and the better prepared we are to ACT in stewardship.
- There are actions each of us can take individually to care for a sustained healthy productive environment.
- Value of natural resources to our nation.
- We all have a responsibility to help care for the land.
- We need to teach our children that it is important to take care of our natural resources.

Core Purpose

- A tool to promote awareness and understanding of the Nation's resources and how these are managed for the public to enjoy.
- Excite young people across the country about the assets of National Forests.
- Gain commitment from children for fire prevention.
- Provide knowledge and skills that empower youth to take personal actions in caring for and sustaining a healthy ecosystem.
- The JFRP promotes concepts of forest health, fire ecology, and wildlife prevention to youths throughout North America.
- To create supporters not only of USFS lands but of their mission as well.
- To encourage children to explore the natural world and to embrace their responsibility for it.
- To foster an understanding of the environment and change the behavior of our citizens to act more responsible about caring for
- To get Smokey's Fire Prevention Message out to kids.
- To make learning about nature fun and rewarding.
- To provide a link to children who have an interest in science and forestry so they may pursue a career or study natural resources.

Big Hairy Audacious Goal - BHAG

- Children across the country are well aware of the dangers of unwanted fire and are committed to doing their part to prevent it.
- Every administration (Rep/Dem/Green) embraces responsibility for environment and sees JFR as perfect tool for education.
- Every grade school will want to participate in this program. Every kid would strive to be a Junior Forest Ranger.
- JFR becomes a world-wide youth movement connecting land managers and youth in the stewardship of Earth's forest resources.
- Outreach programs for each forest available to everyone in the country – either firsthand or via web access.
- That the children becoming Junior Forest Rangers would feel empowered to care for and use the land in a educated and responsible manner.
- The Nation's observance of the National Junior Forest Ranger day.
- To have the program sought after as a model for other youth programs to pattern activities after, while continuing successes.

Individual Company Mission Statements

(Planning Meeting Input)

<i>Who we want to be</i>	<i>Who we want to do it for</i>
<ul style="list-style-type: none"> • A spark plug, organizing element, collaborator, gateway to land stewardship for youth. 	<ul style="list-style-type: none"> • Children across America, their teachers and parents. Fire and forestry professionals that struggle to find decent programs.
<ul style="list-style-type: none"> • Good managers of our part of the environment we are responsible for. 	<ul style="list-style-type: none"> • Children and other publics.
<ul style="list-style-type: none"> • Highly effective, respected provider of fire/environmental educational tools. 	<ul style="list-style-type: none"> • Children and young adults.
<ul style="list-style-type: none"> • Leaders in nurturing the nation's youth. 	<ul style="list-style-type: none"> • Educators and students.
<ul style="list-style-type: none"> • Organized, professional, program designers with an emphasis in natural resource management. 	<ul style="list-style-type: none"> • Elementary age kids.
<ul style="list-style-type: none"> • Participants in forest education activities. 	<ul style="list-style-type: none"> • For youth, to give them a voice (and ability to act) in determining the future of their natural resources.
<ul style="list-style-type: none"> • The nation's best Junior Forest Ranger program. 	<ul style="list-style-type: none"> • Nation's youth.
	<ul style="list-style-type: none"> • Prevention coordinators, school teachers, fire departments.
	<ul style="list-style-type: none"> • The children.
	<ul style="list-style-type: none"> • To begin with, young people.
<i>What we want to do</i>	<i>Why we do it</i>
<ul style="list-style-type: none"> • Connect youth and land managers in stewarding (sustaining) Earth's Forested Resources. 	<ul style="list-style-type: none"> • Fire prevention.
<ul style="list-style-type: none"> • Develop a program that is used by teachers, group leaders, and kids across the nation. 	<ul style="list-style-type: none"> • For knowledge and fun.
<ul style="list-style-type: none"> • Develop the best JFRP possible. 	<ul style="list-style-type: none"> • Love of the land and belief in the future.
<ul style="list-style-type: none"> • Excite the child in everyone. 	<ul style="list-style-type: none"> • Promote awareness and understanding of the Nation's resources and how these are managed for the public to enjoy.
<ul style="list-style-type: none"> • Inform and teach children about the environment. 	<ul style="list-style-type: none"> • The JFRP needs a complete overhaul.
<ul style="list-style-type: none"> • Inspire and challenge children to feel they have a responsibility to care for the land and have a stake in how it's managed. 	<ul style="list-style-type: none"> • To decrease incidence of human caused fire. To increase human responsibility for the environment.
<ul style="list-style-type: none"> • Provide a link from children to the land. 	<ul style="list-style-type: none"> • To encourage the participants to actively work toward sustainability.
<ul style="list-style-type: none"> • Provide an up to date product for kids to promote fire prevention. 	<ul style="list-style-type: none"> • To foster ideals of healthy forest management.
<ul style="list-style-type: none"> • Smokey's message out to kids in an easy to understand/fun format. 	<ul style="list-style-type: none"> • To promote fire prevention among that age group.
<ul style="list-style-type: none"> • Teach individual and collective responsibility for the environment/fire prevention. 	<ul style="list-style-type: none"> • Youth and future generation will inherit this world, they need a way to learn about it and be heard.

Individual Five Year Visualizations

(Planning Meeting Input)

As a National Park Service employee, I am not sure how much input you want from me at this point since I am unsure as to where the USFS is now with this program and how they might want to proceed. I am more than willing to provide input next week and I will answer questions to the best of my ability then.

Children receive a package that has a sense of value and is relevant for the time and message. The package contains a minimum number of quality components, are packaged well and are desirable. The number of packages shipped is increasing somewhat each year.

I would like there to be a generic worksheet(s) on forest/grasslands/wildlife that could be used at any of the National Forests/grasslands and then a more site specific worksheet(s) that a forest could attach – I know with the National Forest Ranger there are many activities that can be done and you do a certain number and attend one talk from a ranger – since in the forest you may never see a “ranger” I think we need to keep it to activities – but have one of those activities be – talk to an employee, so if that opportunity arises a child could use it.

I'd like to know that every elementary school child in the US knows about the Junior Forest Ranger program and has the opportunity to be a part of it. And, more importantly, is EAGER to take advantage of that opportunity. I'd like to know that elementary school teachers and administrators consider the Junior Forest Ranger program as an important part of their earth sciences and social sciences curricula. I'd like to see the Junior Forest Ranger program also to be included in other national youth program such as Girl Scouts, Boy Scouts, Camp Fire Girls, etc. I'd like for our Symbols Cache to carry a full line of products for the JFR program that will enhance the classroom curriculum and encourage participation.

It needs to be a forestry educational program that teaches the students about forest management and caring for the land. A national program that the USFS and State Forestry Agencies can both use. Maybe a national/federal site to administer the program and serve as a place to mail in the field guides.

Junior Forest Ranger (JFR) is popular with youth, grades 4 through 7. JFR promotes a Land Ethic (personal environmental stewardship) by helping kids learn through experiential and school systems thinking g approaches. JFR provides a foundation (or content) for additional more tightly focused programs such as “Junior Snow Ranger”. JFR encourages thinking about natural resource stewardship (management) and careers in natural resources, especially with the FS. JFR encourages service learning involving others in the community, and connecting with land managers.

Junior Forest Ranger programs available from all FS visitor centers/facilities; demand for additional youth programs; fully funded and supported at district, regional, and national levels; standardized messages and awards for collection purposes.

The Junior Forest Ranger Program (JFRP) has the potential to deliver the most professional, highly sought after program to ever come from the CFFP ranks. The JFRP could easily be an interactive web based/CD-ROM (& DVD) package that provides skills and lesson plans that teachers (as well as fire managers) would want to use. I'd like to see the JFRP deliver national awards to students, groups, clubs, schools that undertake projects relating to the curriculum. The program should be a recognizable package that teachers and fire professionals both seek out.

The Junior Forest Ranger program is a successful fulfillment program that helps promote education, conservation values, and environmental ethics in the Nation's youth. The program is implemented in every single Forest Service unit. Activities and materials associated with this program are available in Spanish so it can be used by the increasing Hispanic population, and through the internet. The JFR program is a success among our Native Americans. Forest Service employees are proud of the program. All interpretive associations are partnering with us to develop the program. The distribution of JFR materials have reached the first million. Teachers are using JFR activities and booklets in their classroom. The President of the United States signed the Junior Forest Ranger Act declaring July the Junior Forest Ranger month to promote healthy forest-healthy environment-healthy Americans. We have developed the first JFR network in the nation. The network includes similar programs nationwide. Teachers and group leaders can access these programs through our Junior Forest Ranger website.

To be able to sample a database to see which areas demographically are using the JFR materials and to make the materials readily available to children requesting them. But to make the materials available through a reward system provided by an educational process, after which a parent or teacher discusses with children the importance of fire safety and natural resources to the children.

Major market focus

(Planning Meeting Input)

1. After school programs.
2. Agency personnel using the program.
3. All age groups – positive PR for the Forest Service.
4. All natural resource agencies (local, state, tribal, and federal).
5. Campers, RV users.
6. Children visiting the National Forests or who live near public lands who can be reached by the USFS.
7. Customers, Foresters, youth leaders, teachers, environmental ed. Organizations, resource orgs. international youth orgs.
8. Families.
9. Fire prevention coordinators.
10. Forest visitors.
11. Hunting fishing groups.
12. If the program includes Internet components, then the market can be internationally reached fairly easily.
13. Market , Youth in grades 4 through 7, special focus on urban youth, esp. minority, but also strong connection to forest visitors.
14. Parents.
15. Partners, other land managing agencies, esp. State and Federal, but potentially private and international as well
16. Rural areas.
17. School children who can be reached through the efforts of the State Forestry Agencies. School kids.
18. Schools. Schools.
19. Teachers. Teachers. Teachers and school administrators.
20. Teenagers.
21. Troop Leaders (Scouts)
22. Web users – for Forests that are relatively remote.
23. Youth aged 5-12 nationwide – the future decision makers. Kids aged 4-12. Children 5-12 years old across the country and to some degree internationally. Elementary age school children; ages 6-10. Middle school children; ages 11-14. Children ages 6-12
24. Youth organizations with some natural resource focus.

Individual major two - three year goals

(Planning Meeting Input)

Create a strategic plan and implement it. Provide a core of materials and lesson plans to use with JFR. Create an outlet for distribution for materials.

Determine marketing angle. Product development.

Development of a new package. Marketing plan.

Engage potential partners and customers in defining and refining program goals, objectives and methods. Develop initial infrastructure and program materials to support and help define the program. Initiate two to three large pilot programs to begin launch of program while refining and developing program.

Familiarize all forests with the process of developing Junior Forest Ranger programs. Establish guidelines (roadmap) to assist in this process. Adequate staffing to develop programs at district or regional level.

Have a product/campaign ready for Smokey's 60th birthday (2004). Have an evaluation plan that monitors success and failures and reports these findings in a timely manner.

Move the Junior Forest Ranger program from a fire prevention (Smokey Bear) tool to an educational program that teaches about the environment and moves people to positive action in a way they use it and help care for it.

Reach consensus on the topics of discussion. Develop first class materials. Distribute JFR program materials through every single FS field office.

Review old program for areas of success and failure. Develop new program contents (w/reviews etc.). Supply the Cache. Prepare info packages and distribute to field and at teacher conferences, etc. Also present at management team meetings. Train field personnel to then do personal visits/presentations through Agency distribution? How do we continue to upgrade to avoid the program losing its value?

Appendix E - Summary of session discussions

What would be an ideal outcome?

- Concrete action plan
 - Assignments
 - Time table
 - Make things happen
- Define program
 - Specific structure
 - Build/incorporate themes and marketing strategy
- Forest Service research incorporate in what Forest Ranger's do and the kid's understand the field experience
- Funding Sources
- Harness energy – keep it going
 - Have a clear plan – with 1, 2, 3 steps
 - Something new and updated
- Have materials and distribution process
- Have program that promotes pride in our customers and employees
- How does the JFR program meet the needs of partners – who are those partners
- Ideas and a plan to implement
 - What are our actions to implement
- Learn what Forest Service is thinking about – what are its goals and format to educate people in National Forests
- Leverage Forest Service strengths with other organizations
- Need a Vision – need to revitalize the program
 - Mid to long term visions with specific key steps for sustainability and national conservation
- Open to taking in new information from Social Sciences and Bureau of Census
 - Need to know what is valued by today's youth
 - Pull ongoing best practices to support new program
 - Test new program with kids using focus groups before going national
- Presently the program is a complete vacuum we need to develop a Vision/Product to sell
- Program for States and USFS can use – hear ideas – go National with the program
- Prototype by mid-March – need a Jump start
- Publishing criteria
- Standard messages – Forest Service messages
- Sustainable – think about funding
- We need to support the development of a professional and aggressive program

Stakeholder's Expectations

Agency Expectations – Government, Natural Resources, Private, Corporation and others

- Buy-in into programs/themes
- Partnership opportunities
 - Cooperate with other agencies/profit and non-profit organizations
- Safe, high quality professional product (authentic value)

Care Givers

- Adaptable
- Education standards – doable
- Inexpensive
- Safety
- Self explanatory – user friendly
- Timely
- Youth group standards

Environment

- Children see they have a stake in caring for the environment
- Create stewards of the environment
- Feed the mental and physical health
- Resource protection
- Restoration
- Sustaining a healthy/diverse environment

Environment and Educational Organizations

- Have a part of distribution
- JFR program is a tool that can be used
 - One that is readily available
 - User friendly
- Promotion of complimentary fire prevention programs – Smokey & Woodsy Owl concepts image campaign – brand recognition

Forest Service

- Build community relationships
- Cost effective to stakeholders
- Create stewards of the environment
- Demonstrate Forest Leadership in conservation
- Engaged in building/maintaining/growing the JFR program
- Feed the mental and physical health
- Interest in natural resource career
- Promote best practices of Land Management
- Promotion of complimentary fire prevention programs – Smokey & Woodsy Owl concepts image campaign – brand recognition
- Resource protection
- Self-sustaining regardless of Administrative changes
- Support the mission of the Forest Service

Kids (30-90 million) (1 Billion teenagers)

- Accessible
- Belonging/connection to others
Peer recognition
- Desirable
- Feed their mental and physical health
- Fun and engaging
Things to collect
Award based
- Opportunity to engage in authentic service
To feel valued

Resource Associations

- Aggressive/Professional and highly sought after program
Across demographics
Diversity
- Engaged in building/maintaining/growing the JFR program
Cost effective
- Included in final distribution and knows of the program's existence
- Promotes the goals/mission of their organization
Advancement of their ideas
- Proud to be associated with the program

Organizations with similar programs

- Assistance with and benefits for their own programs
Funding
Support
- Children in the State taught about environment, in order to change attitudes – when attitudes and behaviors change
- Children see they have a stake in caring for the environment
- Complimentary carry over of knowledge and experience between programs
- Visibility for all Junior Ranger programs

Mission Statement Phrases

Who we want to be

- A Successful Junior Forest Ranger program

What we want to do

- Have 90% of evaluations respond favorably
- Have a JFR program that is self-supporting
- Have a JFR program that is sustainable
- Have a multi-faceted program rolled out, delivered and utilized to providers

Who we want to do it for

- Children 7 to 13 years of age

Why we do it

- *These phrases will be completed in the September 2003 Review Meeting*

Market focus (consensus)

Will be determined after Research is completed

Appendix F – Worksheets

Definitions

Accountable Party: A **single named individual** who can account for **where we are** with regards to a key result measure, **why we're there**, and **what we're doing** about it i.e. what the action steps are.

Action Plan: An organization of personal commitments that serve as a vehicle for causing a strategic goal to become a reality. It is comprised of:

A **Strategic Goal** statement a pithy one-liner that captures the spirit of the required change in status quo.

A **Champion** and **Co-Champions** folks who are accountable for shepherding the goal to completion.

A list of **Key Result Measures** the complete, specific set of outcomes that define completion.

A set of 90 day **Action Steps** specific actions to be finished in the next days and weeks that create results.

Champion: A named individual, the planning team's best mix of passion and competence, for shepherding a **Strategic Goal** over the next 12-18 months. They decide **how** the goal gets done while remaining accountable for **what** gets done through delivery of the team-set **key result measures** and operating through plans that are written, understood, reviewed, and approved. An individual is the champion of one and only one goal. They and their Co-champions are the forward wedge to personally guarantee that their goal is moving toward and will be completed as rapidly and completely as possible. They plow the road garnering support and resources. They know the current state of progress on their goal at all times. They build and maintain corporate awareness and support. They represent the consensus and commitment of the entire planning team.

Co-champion(s): One or more named individuals who would be the Champion of a strategic goal if the planning team didn't have someone with a stronger match of passion and competence. They **back up the Champion**. (Usually the member(s) of the team who are accountable for the key result measures under the goal.)

Customer: Someone who **buys from you more than once** over the recent past typically over the last 1-2 years. The customer can be recognized as the one with the open wallet. (There may be many end users of your service that your products must attract and service but if you don't also meet the needs of the customer you will never make a sale!)

End User: The individual(s) who **ultimately use your product(s)**. If your product does not meet the needs of the ultimate user there will be no motivation on the part of your customer to buy them. (For example, end users of Dove soap ask Safeway, your potential customer, to carry the product.)

Market: A **collection of prospects** we have an effective way to **communicate** with that have **common needs** that can be met by products your product group can develop, your sales team can deliver and your customer services group **can support** that can generate **enough revenue** to be relevant at our current size. Markets can be defined by job title, application, industry, geography, etc.

Mission: Your chosen approach over the next 3-5 years to fulfill your mission. It is an affirmation of:

Who we **want to be**

What we **want to do**

Who we **want to do it for**, and

Why we do it.

Product: The manifestation of the **value you create** for your customer. The "thing" they pay you for. Sometimes it is a physical thing like cable, screws, or disks and sometimes it is an intangible thing such as advice.

Sale: A **one time event** when money changes hands. The 1st sale typically costs more than the profit it generates. Typically you can only make a profit once there are multiple sales from the same organization i.e. sales don't build a business, customers build a business.

Vision: The embodiment of your organization's internal gyroscope consisting of your **core purpose** and **core values** and a 10 - 30 year, **big hairy audacious goal**.

Potpourri

1. Culture starts at the top. Look around and ask yourself what YOU are doing to create and propagate the atmosphere and value system you see around you.
2. A plan is a reality check. You can be sure that the future won't exactly play out the way you wrote the plan BUT how can you have confidence in your goal if you can't create a plausible, defensible scenario of how you could reach it.
3. A strategic plan is like a pilot's flight plan. The flight plan identifies the ultimate location (Seattle vs. Key West or Bangor) as well as major milestones along the way. And like a flight plan you know that at any given moment won't be on the plan, you will be ahead, behind, East or West of the plan. But you still know where you are going and how you planned to get there.
4. Ask your team to establish dates for results. Dates are a commitment, a form of communications and a reality check. Do NOT use dates as a club.
5. By all means give speeches and write memos but remember that people pay attention to what you do rather than what you say. What behavior gets rewarded and what activities receive your attention speaks strongest.
6. Every organization has two ongoing and reoccurring problems: communications and focus.
7. Everything happens because of a champion. Do not undertake a major project unless you have a champion committed to shepherding the project to completion. Remember people can be the champion of only one goal at a time, you are fooling yourself if you think otherwise.
8. Share your goals. How can folks help you reach your goals if they don't know what they are.
9. Support goals that reach beyond today, this year, this decade and even your life. The bigger the dream the longer it may take to accomplish but if you keep making a little progress every year you will achieve it.
10. The easiest way to predict the future is to create it. Take control and become proactive. Don't manage by watching the wake and projecting the future, stand on the bow of your boat, pick a star to steer by and go for it.
11. There are only four ways to measure results:
 - Quality: compared with history, market, engineering or expectations
 - Quantity: \$, %, ratio, degree, \$/unit, number, positive, negative or zero
 - Timeliness: delivery, history, market, engineering or expectations
 - Cost: \$, \$/unit, ratio, positive, negative or zero.
12. Don't ask for reports and measures unless you know how you're going to use the data. There is a cost to gathering and reporting data and in my experience the historical data has never proven to be useful once I got around to look at it.
13. Don't ask someone's opinion unless you are ready to consider it.
14. Don't over specify a project. Over specification makes you into a supervisor as your executive attempts to do the project the way you'd do it. Instead pride yourself on how many details you can identify that the executive can apply his creativity to creating. The final result will be different than if you did it your self but seldom worse. (In fact you may discover that the executive does a better job than your would have.)

15. Focus, focus, focus. You can't go to college and major in everything! The majority of great athletes pick one sport. In a competitive environment you can't muster enough resources to invest for a successful run for the gold unless you limit yourself to one sport and usually one position. Being unwilling to focus is the great failing of most companies.
16. If you don't ask, the answer's no. Always ask. If the answer IS no then you haven't lost anything and if the answer is yes . . .
17. In every arrangement make the outcome a win-win situation for each party. You always achieve the best possible outcome when the contract, compensation, development plan or goals are designed such that each payer is automatically motivated to do the right thing.
18. It is easier to accept a no IF you always provide an alternative, no matter how unattractive.
19. Keep it simple stupid, the KISS principle. I have a rule of thumb that only the projects that appear easy to do are in fact possible.
20. Regularity beats quantity every time. It is far better to do a one page newsletter every quarter then to publish a ten page work-of- art once, and then not have the resources to follow up with another issue.
21. The value is in the discussions NOT the voting. I remember the story of the six blind men who bumped into an elephant in the road. Each in turn thought the beast was a wall, a spear, a fan, a tree trunk, a snake and a rope. All were right and yet all were wrong. It takes everyone involved to create the true picture of the elephant.
22. Things happen because of deadlines. A deadline that is tied to an external event such as April 15 is a more powerful mover than an arbitrary "scientifically derived" deadline produced by a PERT chart.
23. When planning use clear action steps. An action step is either finished or not. There is ONE person responsible for the action step even when many may be working on it. And please, a action step ALWAYS carries an expected completion date.
24. Your schedule should keep your development groups moving at a steady jog with enough action steps that they know when to periodically sprint in order to get back on track. If your plan depends on the team sprinting the entire length of the project you won't make it. If your team doesn't know when they have to sprint you won't make it.

Core Values Consensus Worksheet¹

Instructions: Circle the two values that are most important to your organization. Work individually at first without discussion. Next agree on the top 2 with the person sitting next to you.

Adventure	Fulfillment	Purposefulness
Candor	Fun	Quality
Clarity	Happiness	Recognition
Cleverness	Hard work	Relationships
Collaboration	Honesty	Relaxation
Commitment	Honor	Resourcefulness
Community	Humor	Respect
Competition	Initiative	Responsiveness
Control	Innovation	Security
Cooperation	Integrity	Self-control
Courage	Justice	Service
Creativity	Leadership	Sincerity
Dependability	Learning	Spirituality
Efficiency	Loyalty	Stewardship
Environment	Obedience	Strength
Excellence	Order	Success
Excitement	Originality	Support
Fairness	Peace	Teamwork
Financial growth	Perspective	Trust
Flexibility	Power	Truth
Freedom	Profitability	Wisdom
Friendship	Prosperity	

¹ Words from Ken Blanchard's book, Managing by Values

Meet Alice and her Friends

"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where ---" said Alice.

"Then it doesn't matter which way you go," said the Cat.

"--- so long as I get *somewhere*," Alice added as an explanation.

"Oh, you're sure to do that," said the Cat, "if only you walk long enough."

Alice's Adventures in Wonderland
by Lewis Carroll

The lesson of the six blind men

It was six men of Indostan
To learning much inclined

Who went to see the Elephant
(Though all of them were blind),

That each by observation
Might satisfy his mind.

The First approached the Elephant
And happening to fall

Against his broad sturdy side
At once began to bawl:

"Bless me! But the Elephant
It very like **a wall**."

The Second, feeling of the tusk,
Cried, Ho! What have we here,

So very round and smooth and sharp?
To me 'tis mighty clear

This wonder of an Elephant
Is very like **a spear**."

The Third approached the animal,
And happening to take

The squirming trunk in his hands
Thus boldly up and spake:

"I see," quoth he, "the Elephant
Is very like **a snake**."

The Fourth reached out his eager hand
And felt about the knee.

"What most this wondrous beast is like
Is mighty plain," quoth he;

"'tis clear enough the Elephant
Is very like **a tree**."

The Fifth, who chanced to touch the ear,
Said, "E'en the blindest man

Can tell what this resembles most;
Deny the fact who can,

This marvel of an Elephant
Is very like **a fan**."

The Sixth no sooner had begun
About the beast to grope

Then, seizing on the swinging tail
That fell within his scope.

"I see," quoth he, "Elephant
Is very like **a rope**."

And so these men of Indostan
Disputed loud and long.

Each in his own opinion
Exceeding stiff and strong,

Though each was partly in the right,
And all were in the wrong

The six blind men and the elephant
by James Godfrey Saxe

Meeting rules

1. **Listen.**
2. Stay **focused**.
3. **Speak up** and say what needs to be said.
There are no sacred cows.
4. **No cheap shots.**
5. **Respect** differences of **opinion**.
6. Focus on **solving problems**
rather than placing blame.
7. Only **new information** in the
discussion. Don't flog a dead horse.
8. Only **one discussion** at a time.
9. **Silence** implies **understanding**
and **agreement**.

Total Quality Planning™

The breakthrough step-by-step program that enables you to create a strategic long range plan in two days with immediate bottom-line impact.

Your executives reach consensus on where your organization is today and should be in the future with a commitment to specific actions to create and control that future.

John W. Myrna

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How to implement action plans:

Key Result Measures are the what Action Steps are the how. The action steps are your tactical plan. You should expect to adjust them as you gain tactical experience through execution. You need to remain focused on creating the results but be careful that you don't fall in love with your current tactical plan. How you produce those results should evolve based on insights gained, available resources, approaches that didn't work, etc.

Start by taking each key result measure in turn. Each measure should identify a condition that will exist when the goal has been accomplished. The measures are the set of desired outcomes required to change the status quo.

Each key result measure has an accountable person who owns it. Initially the champion takes ownership but as the plan develops anyone in the organization can end up being accountable for a measure. If you have a formal annual review process it would be ideal that each measure ends up on someone's individual standard of performance. The accountable person can account for where we are, why we're there and what we're doing about it.

Key Result Measure:	Accountable Person	
1. Action Step	Accountable Person	Due By

The accountable person of each key result measure determines exactly what actions which are going to be taken in the here and now to advance toward the completion of the measure. Actions need to happen today, this week, this month, or this quarter. They formulate their tactical plan in the form of zero to four, high level, 90 day action steps. W3 What are we going to do? Who is going to do it? When will it be finished?

What are we going to do? Each action steps should encapsulate a **"burst" of activity** some focused hours over a concentrated number of days. (Remember that we are squeezing these "developmental" activities into days that are dominated by operational demands.) Action step activities have to be in digestible chunks. The wording of action steps should assume a professional execution. Action plans are not intended to be highly detailed, micro-step by step plans that require Microsoft Project to manage. We are all professionals and can trust that the owner will start early enough to meet deadlines, solicit input, produce sufficient drafts for review, incorporate feedback, etc. What we need is a commitment to complete actions with impact major enough to advance toward the goal's objective, i.e. key result.

Who is going to do it? One and only **one person** should be accountable for each action step, even for a team's effort. *If everyone is responsible then no one is responsible*

When will it be finished? Each action step should have a clearly defined finish - it is done or not done, and no later than the due by date. The due by date should not be a projection of when you expect the action step to be completed, rather it is a drop dead date that represents a commitment of by when the action step will be finished. Due by dates can be

a **specific date**, if that date is meaningful such as year-end **12/31/02**

a **time frame** such as **ASAP** i.e. under a week or **within 30, 60, or 90 days**, or

recurring timeframe such as **Ongoing, Weekly, Monthly, Quarterly**.

Once there is an established set of action steps for all the goals and their measures you need to work the plan. Once a month in your regular staff meeting set aside some time to review the goals and their measures. Focus on the 20% of the plan that requires more attention to get on track. As a group hold each member responsible for fulfilling their commitments.

As part of the monthly review each owner should identify what exactly are they going to accomplish today, this week, this month, this quarter to advance completion of their key result measure. They should add/replace their action steps appropriately. If the team is drifting, consider meeting more frequently for a while.

Every 3-4 months get the entire team together, off site with a skilled facilitator is ideal, to revalidate the entire plan, consider major adjustments in the tactical plan, and refocus and re-energize the team.

Please write or print clearly, especially when using acronyms. Use people's first names with first initial of their last names. Ex. JohnM

Action plan for Goal: _____

Champion:		Co-Champion(s):	
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Action Steps <i>Bursts of action that advance us toward accomplishing a particular key result measure</i> W3 <i>What are we going to do? Who is going to do it? When will it be finished?</i>			Accountable Person	Due By MM/DD/YY
Key Result Measure:				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
Key Result Measure:				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
Key Result Measure:				
1.				
2.				
3.				
4.				
5.				
6.				

For each of the goal's **Key Results Measures** create a small number of macro-level action steps to be accomplished over the next 90 days. (The optimal number of action steps is between zero and four.) Set a specific **Due By** date that the action step needs to be completed by. Identify a single point of accountability for completion of the action step - the **Accountable Person**.

Key Result Measures

1. Initiate and obtain effective research on what kind of product will be more effective with the Nation's youth.

- 1.1 Determine the information required to provide researcher.
- 1.2 Complete statement of work for research contractor
- 1.3 Award research contract, follow up, complete research.

2. Conduct effective review meetings with partners and collaborators.

- 2.1 Attend NWCG review meeting by May 2003.
- 2.2 Hold a second Strategic Planning Team meeting in September 2003.
- 2.3 Hold second NWCG review meeting.
- 2.4 Maintain ongoing active communication with the leadership from the State and Private Deputy Area.
- 2.5 Provide ongoing product status and updates to the Partners in Resources Education (PRE) group.

3. Develop business plan and funding for the product and program development.

- 3.1 Identify funding sources.
- 3.2 Strategic Planning Team members identify possible funding sources by August 2003.
- 3.3 Business Plan written by March 2004.
- 3.4 Business Plan presented, revised, and approved by leadership by April 2004.

4. Implement product roll out

- 4.1 Determine themes/topics based on research findings by June 2003.
- 4.2 Develop themes with input from follow up meeting with Strategic Planning Team.
- 4.3 Hiring a contractor to develop product activities.
- 4.4 Pre-test themes and product.
- 4.5 Follow product approval process: text and graphics.
- 4.6 Complete final review and sign off on product.
- 4.7 Launch marketing plan.

5. Monitor and evaluate product

- 5.1 Successfully launch and roll out product to correspond with the 100th F.S. anniversary – July 2005.

6. Monitor and evaluation of the product.

- 6.1 Establish an approval process for text and graphics.
- 6.2 Monitor distribution by the National Symbols Cache.
- 6.3 Re- evaluate product.

Junior Forest Rangers Strategic Plan

Goals

1. Initiate and obtain effective research on what kind of product will be more effective with the Nation's youth.
2. Conduct effective review meetings with partners and collaborators.
3. Develop business plan and funding for the product and program development.
4. Launch product development process.
5. Implement product roll out.
6. Monitor and evaluate product.

Calendar of Action Steps

Action Steps	Accountable Person	Due By Date
6.2.1 Follow up phone calls to monitor distribution by the National Symbols Cache.	Deb Bruyere	Ongoing
2.4.1 Maintain ongoing active communications with State & Private Forestry leadership.	Denver James	Ongoing
2.4.1 Maintain ongoing product status and updates for PRE.	Denver James	Ongoing
1.3.1 Monitor researcher's performance	Iris Velez	Monthly
4.2.1 Hire Creative Consultant to develop the products activities	Iris Velez	After Sept
1.1.4 Develop a way to include and engage our identified "Caregivers" (gatekeepers)	Iris Velez	04/08/03
1.2.1 Release RFP for research	Iris Velez	04/08/03
1.3.1 Hire Researcher	Iris Velez	04/08/03
1.1.1 Identify who is the audience for product, what is best format to reach our audience	Researcher	04/08/03
1.1.2 Determine if one product addresses our proposed age range	Researcher	04/08/03
1.1.3 Establish how can we leverage our historical and current experience and data	Researcher	04/08/03
2.2.0 Find location for this September 2003 meeting with the Strategic Planning Team and determine the date - week of September 8th or 15th	Bob F.	04/30/03
2.1.1 Review Iris' calendar for dates/time – set meeting date for NWCG	Wanda H.	04/30/03
2.1.2 Attend the first NWCG review meeting	Iris Velez	05/31/03
4.1.1 Research completed	Researcher	05/31/03
3.2.1 Develop a mailing list of potential funding sources	Karen B.	06/30/03
3.3.3 Email messages to all team members before 09/30/03 meeting	Karen B.	08/31/03
2.2.1 Hire Facilitator for September Strategic Planning Team meeting	Wanda H.	08/31/03
2.2.4 Develop the parameters of themes/topics for product with Strategic Planning Team	Iris Velez	09/15/03
2.2.2 Address funding possibilities and needs with Strategic Planning Team	Ops. Mgr.	09/15/03
2.2.3 Researcher communicates and reviews research data with Strategic Planning Team	Researcher	09/15/03
2.3.1 Have contractor organize output from Strategic Planning Team Review meeting	Iris Velez	09/30/03
4.2.2 Conduct a review of creative consultants progress with internal team review and partners in Tahoe	Iris Velez	11/30/03
3.3.2 Incorporate Cache Operations in business plan	Bob B. Deb	03/31/04

4.4.1 Complete final review and sign off of product from Strategic Planning Team – Conference Call	Iris Velez	03/31/04
4.6.1 Determine if a partner is needed to maintain an effective approval process for text and graphics.	Iris Velez	03/31/04
3.3.1 Provide Information from Funding Sources to incorporate in business plan	Karen B.	03/31/04
3.4.1 Business plan reviews from Strategic Planning Team – Conference Call	Iris Velez	04/30/04
5.1.1 Product distribution process working	Iris Velez	04/05/05
6.2.2 Develop a customer response form via the web page	Bill Disbrow	07/05/05
6.2.2 Explore ways to use technology to receive survey input and receive survey responses	Bill Disbrow	07/05/05
5.1.2 Product is available	Iris Velez	07/05/05
6.2.2 Determine possibility of being on National Youth Visitor Monitoring process	Iris Velez	07/05/05
6.2.2 Develop a customer response postcard to be placed in product	Iris Velez	07/05/05
6.3.1 Establish a process for evaluating product and providing feedback	Ops. Mgr.	07/05/05